

## CHAPTER 5

# THE EFFECT OF ECO-CONSCIOUSNESS WORKSHOP ON STUDENTS' ENVIRONMENTAL CONSCIOUSNESS

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### INTRODUCTION

As technology advances and industrialization progresses, rapid urbanization and population growth have significantly increased the pressure of human activities on the environment, both in our country and worldwide. This surge in production and marketing activities inevitably leads to the more intensive use of natural resources. Alongside this ever-increasing consumption trend, waste generation has reached threatening levels for the environment and human health, both in terms of quantity and harmful content (Kaçtıoğlu and Şengül, 2010). As people continue to utilize and destroy nature at an alarming rate, which they perceive as unlimited, the depletion of natural resources, accumulation of waste, water scarcity, global warming, and other problems have emerged. Currently, environmental issues being addressed include air, water, and soil pollution, global warming, greenhouse effect, climate change, acid rains, radioactive contamination, rapid population growth, rapid depletion of natural resources, and irregular urbanization. It is crucial to widely disseminate the methods employed to combat these environmental issues to preserve our planet and its inhabitants (Gökçe, 2009; Eroğlu

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tion' phase allows students to demonstrate how to practically use this knowledge, enhancing their skills.

Implementing these workshops with biology teacher candidates can help future educators become more equipped in environmental education. This can assist them in providing more effective environmental education to their students in future classes.

Overall, research regarding the contribution of eco-conscious workshop studies to environmental education demonstrates that such activities foster environmental awareness, increase sensitivity to environmental issues, and create awareness about sustainability (Lin and Chang, 2012; Chang, 2012; D'Souza and Taghian 2005). Environmental consciousness affects attitudes toward green products, subjective norms, perceived behavioral control, and perceived value toward green products. Attitude, perceived behavioral control, and perceived value affect purchase intention, whereas only subjective norm does not significantly influence purchase intention (Toklu, 2019). Evaluations often focus on participants' post-workshop attitudes, knowledge levels, and behaviors, indicating the positive effects of eco-conscious workshops on participants. However, these results can vary depending on workshop content, duration, and participant profiles. Therefore, a comprehensive comparison requires analyzing findings from different studies.

Conclusively, these workshops on environmental education can aid in developing students' environmental consciousness and enabling them to act more consciously for a sustainable world. Widening the scope and support for such educational programs could be a significant step in effectively addressing environmental issues.

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